



**USING REAL-WORLD TASKS TO IMPROVE SPEAKING ABILITY OF
THE TENTH GRADE STUDENTS OF MA NU TBS KUDUS IN THE
ACADEMIC YEAR 2012/2013**



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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2013**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education**

By

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**ENGLISH EDUCATION DEPARTMENT
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MURIA KUDUS UNIVERSITY
2013**

MOTTO AND DEDICATION

Motto:

- *Late is better than never*
- *If there is a will, there is a way*
- *Do the best, God do the rest*



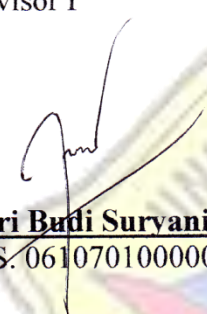
This skripsi dedicated to:

- *My beloved mother and father;
Nor Rosyid and Supanti*
- *My dearest sister, Faroh Khoridatul Fitri*
- *My truly friends who gave me everything
without a pay; Amri, Ghufon, Said,
Sujinah, Temy, Fattah, and All Annaja
crew.*

ADVISORS' APPROVAL


This is to certify that the Sarjana Skripsi of Fahrís Munthohar (NIM: 2008-32-152) has been approved by the skripsi advisors for further approved by the Examining Committee.

Kudus, July 2013
Advisor I



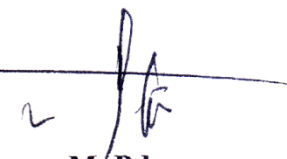
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Dean,

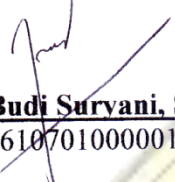


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EXAMINERS' APPROVAL

This is to certify that the Sarjana Skripsi of Fahrís Munthohar (NIM: 2008-32-152) has been approved by the Examining Committee as a requirement for the Sarjana Degree in the Teaching of English as a Foreign Language.

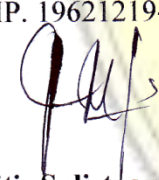
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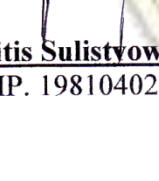
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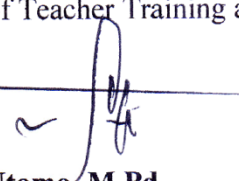
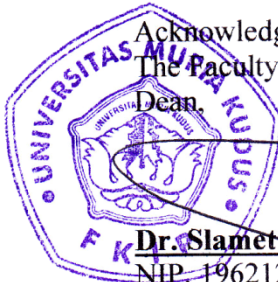
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In the name of Allah, The Most Beneficent The Most Merciful, The Lord of the world. Shalawat and Salam are upon to the great messenger, Prophet Muhammad SAW and to his family and to his companions until the day after.

Alhamdulillah. All praises to Allah. I present my deep gratitude to Allah who gives me a great power in accomplishing my skripsi entitled Using Real-World Tasks to Improve Speaking Ability of the Tenth Grade Students of MA NU TBS Kudus in the Academic Year 2012/2013.

In this opportunity, I am very grateful to all who have given support, encouragement, suggestion and guidance in finishing this skripsi, especially to:

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2. Diah Kurnati, S.Pd., M.Pd. as the Head of English Education Department and as my second advisor who has given me a guidance, correction, and suggestion wisely in accomplishing this research.
3. Fitri Budi Suryani, SS, M. Pd. as my first advisor who has given me guidance, correction, and suggestion wisely in accomplishing this research.
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5. All lecturers and staffs of English Education Department of Teacher Training and Education Faculty of Muria Kudus University

6. My beloved mother, father and brother for their love, support, and patience.
7. My truly friends who gave me everything without a pay; Amri, Ghufro, Said, Sujinah, Temy, Fattah, and All Annaja Crew.

Finally, with pleasure, I will welcome any constructive criticism and suggestion. Hopefully, this skripsi would give contribution for teachers and students.



Kudus, July 2013

Fahris Munthohar

ABSTRACT

Munthohar, Fahris. 2013. *Using Real-World Tasks to Improve Speaking Ability of the Tenth Grade Students of MA NU TBS Kudus in the Academic Year 2012/2013*. Skripsi: English Education Department Teacher Training and Education Faculty. Advisor: (1) Fitri Budi Suryani, S.S., M. Pd. (2) Nuraeningsih, S. Pd, M. Pd.

Key words: speaking, Real-World Tasks, technique

Speaking ability nowadays has to be priority for people to have a good communication. Someone who has an ability to speak well will be easier to communicate each other. Through speaking people would be easier in running and organizing their lives, doing their daily activities or having something to tell to other people like telling or ordering something in their lives. Considering the importance of speaking ability, people try to find the way to improve speaking ability. Using Real-World Tasks is one of the ways to teach speaking. It is one of communicative teaching techniques which emphasizes meaning understanding but can also cater for learning form. This technique also offers the opportunity for 'natural' learning inside the classroom.

The objective of the research is to find out whether or not there is any significant difference between the speaking ability of the tenth grade students of MA NU TBS Kudus in the academic year 2012/2013 before and after being taught by using Real-World Tasks.

The researcher used experimental research design as the research method which consists of One Group Pre Test Post Test Design. The population of this research was all the students of tenth grade MA NU TBS Kudus in the academic year 2012/2013 which consist of 412 students. The sample of this research was X H of MA NU TBS Kudus in the academic year 2012/2013, which consists of 40 students. To calculate and process the data, the researcher used t-test for dependent sample.

The result of the research shows that the pre test highest score is 84 and the lowest score is 52. While the means is 59.2 and the standard deviation is 7.048. But after the treatment by using Real-World Tasks, the highest and the lowest score are 88 and 60. Then, the mean and the standard deviation are 72.125 and 5.97. Moreover, in the level significance 0.05 or 5% and degree of freedom (df) 38, there is a significant difference between the speaking ability of the tenth grade students of MA NU TBS Kudus in the academic year 2012/2013 before and after being taught by using Real-World Tasks. It can be taken from the data that the t observation (t_0) was 13.69 and the t test (t_t) is 2.024, the result is $t_0 > t_t$ (t observation was higher than t table). Thus, the researcher concludes that there is a significant difference of the speaking ability of the tenth grade students of MA NU TBS Kudus in academic year 2012/2013 before and after being taught by using Real-World Tasks.

Based on the result of the research above, the researcher expects that the English teachers should use Real-World Tasks as the technique to teach English

especially for speaking ability. Moreover, English learning process can be more effective to develop their language creativity by using Real-World Tasks.

ABSTRAK

Munthohar, Fahris. 2013. *Penggunaan Real-World Tasks untuk Meningkatkan Kemampuan Berbicara Siswa Kelas Sepuluh, MA NU TBS Kudus Tahun Ajaran 2012/2013*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Fitri Budi Suryani, S.S., M. Pd., (2) Nuraeningsih, S. Pd, M.Pd.

Kata kunci: *speaking*, *Real-World Tasks*, teknik

Kemampuan *speaking* dimasa kini sudah menjadi prioritas bagi seseorang untuk dapat berkomunikasi dengan baik. Seseorang yang memiliki kemampuan berbicara baik akan lebih mudah berkomunikasi dengan yang lain. Melalui *speaking* orang-orang akan lebih mudah menjalani dan mengatur hidup mereka, melakukan aktivitas sehari-hari atau dalam berkomunikasi seperti ketika mengatakan atau memesan sesuatu dalam hidup mereka. Mengingat pentingnya kemampuan *speaking*, orang mencoba untuk menemukan cara meningkatkan kemampuan *speaking*. Menggunakan *Real-World Tasks* adalah salah satu cara untuk mengajar *speaking*. Ini adalah salah satu teknik pengajaran komunikatif yang menekankan pemahaman makna tetapi juga dapat memenuhi kebutuhan pembelajaran bentuk. Teknik ini juga menawarkan kesempatan untuk belajar 'alami' dalam kelas.

Tujuan dari penelitian ini adalah untuk menemukan apakah terdapat perbedaan yang signifikan antara kemampuan *Speaking* dari siswa kelas X MA NU TBS Kudus tahun ajaran 2012/2013 sebelum dan sesudah diajar menggunakan *Real-World Tasks*.

Peneliti menggunakan *Experimental Research Design* sebagai metode penelitian yang terdiri dari desain *One Group Pre Test Post Test*. Populasi dari penelitian ini adalah semua siswa kelas X MA NU TBS Kudus tahun ajaran 2012/2013 yang terdiri dari 412 siswa. Sedangkan sampel dari penelitian ini adalah X H MA NU TBS Kudus tahun ajaran 2012/2013 yang berjumlah 40 siswa. Untuk menghitung dan memproses data, peneliti menggunakan *t-test dependent sample*.

Hasil dari penelitian ini menunjukkan bahwa nilai tertinggi pre test adalah 84 dan nilai terendah adalah 52. Sedangkan nilai rata-rata adalah 59.2 dan simpangan baku 7.048. tetapi setelah treatment menggunakan *Real-World Tasks*, nilai tertinggi dan terendah adalah 88 dan 60. Kemudian nilai rata-rata dan nilai baku adalah 72.125 dan 5.97. Selain itu, pada level perbedaan 0.05 atau 5% dan derajat kebebasan (df) 38, terlihat adanya perbedaan signifikan antara kemampuan *Speaking* siswa kelas X H dari MA NU TBS Kudus tahun pelajaran 2012/2013 sebelum dan sesudah diajar menggunakan *Real-World Tasks*. Hal ini disebabkan atas dasar fakta bahwa t penelitian (t_0) adalah 13.69 dan t test (t_t) adalah 2.024, hasil ini menunjukkan bahwa $t_0 > t_t$. Oleh karena itu, peneliti menyimpulkan

bahwa ada perbedaan signifikan yang terjadi pada siswa kelas X H MA NU TBS Kudus pada tahun ajaran 2012/2013 sebelum dan sesudah diajar menggunakan Real-World Tasks.

Dari hasil penelitian tersebut diatas, peneliti mengharapkan bahwa guru Bahasa Inggris dapat menggunakan tehnik Real-World Tasks untuk mengajar Bahasa Inggris khususnya pada kemampuan berbicara. Selain itu, proses pembelajaran Bahasa Inggris dapat lebih efektif untuk mengembangkan kreatifitas kebahasaan dengan menggunakan Real-World Tasks.



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